

## FRANÇAIS 313

Prof. Alek Toumi

email [atoumi@uwsp.edu](mailto:atoumi@uwsp.edu)

Office Hours CCC 414 Mon 3:00-3:50, Tue 1:00-1:50 pm and by appointment

Automne 2021

Office: CCC 414

(O) 715-346-3036 (H) 715-343-2562

**French 313 will first be taught in person. Because of Covid pandemic, UWSP may have to return online in October using Canvas.**

In all World Languages and Lits classes, we will be following **UWSP Covid-19 protocols**. Please, visit UWSP site periodically for any changes to this:

### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes.
- **Please note that unless everyone is wearing a face covering, in-person classes cannot take place.** This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

---

**Livres:** Autour de la littérature, by P Schofer. (Free, rental)

La Grammaire à l'oeuvre John Barson, 5th édition. (Free, rental)

### What is and is NOT Fr 313

Fr 313 is **NOT** "French for tourists". We will not be making crepes and wearing berets. This is a Culture Conversation and Composition COURSE, in French!

Most of you have had many years of French, many of you speak "well", some of you speak fluently. However, **all** of you make mistakes. The purpose of French 313 is to teach you to express yourselves correctly, address the difficult problem of "fossilization", prepare you for French 340 and/or any literature, civilization and culture course.

Fr 313 is not a grammar course, not a literature course, not a writing course. However, just like a literature course has a conversation component, a writing component and/or a film component, Fr 313 combines **conversation**, **reading** of short texts and articles, watching **videos**, with **writing** (1 page bi-weekly, on average).

### Rules:

- 1 If you decide to remain in this course, you **MUST DO ALL** the work. For instance, you can **NOT** do only the writing part and not speak in class. You can not only speak in class and not turn in the compositions.
2. Attendance is mandatory. You are allowed two, "3" absences. At the third your grade will be lowered. If you have to miss, let me know ahead of time. When absent, you are responsible to get notes from your classmates. Please, arrive **ON TIME**.
3. Compositions: **typed; double space; 1 in margin.**
  - Do **NOT** email your composition. No late work (you'll be penalized).
  - You can **NOT** have someone else correct or proofread you composition. You must do it alone.
4. Rewrites are mandatory. you'll receive credits for doing **ALL** the rewrites. You'll be penalized for **NOT** doing them. On the rewrite, your tutor and/or friend may answer your questions. However, he/she cannot do your rewrite.

**EXAMS** There will be an exam on or about week 6, and 10.

### **FINAL GRADE**

Oral class work	20%	
Compositions	15%	
Two exams	40%	
<b>Final exam</b>	<b>25%</b>	<b>Wed, Dec 15, 2:45-4:45 pm CCC 304</b>

### **4 FILMS ON CANVAS**

- 1 La gloire de mon père = My Father's Glory
- 2 Alias Betty
- 3 Les battements d'ailes du papillon = Happenstance
- 4 Le dîner de cons = The Dinner Game

### **GRAMMAIRE**

I will review (re-teach) grammar points that need to be mastered at a "superior" level. If you want to improve your oral skills in French, you need to "master" them.

#### Paraphrase (Rédaction):

Présent-Articles-Prépositions

Imparfait-Passé Composé-Plus que parfait.

#### Hypothetical situations

Conditionnel/ Futur/ Futur antérieur.

Si clauses.

Since-For-Ago (depuis, pendant, pour, il y a )

Opinion (Essais )  
Subjonctif-Indicatif  
Pronoms relatifs  
Subjonctif-Indicatif-Infinitif.

Generally, by the end of the semester, most students move from a 30-40% to an 80-90% accuracy.

-Why do we write 1 page bi-weekly?

-Because, at this level, you are not able to "hear" your mistakes in French. You write better than you speak. Your composition is a transcript of your speech patterns, especially of the "fossilized" mistakes. In order to improve, you need to become aware of these mistakes.

-You'll receive a detailed bi-weekly syllabus.

### **Readings:**

There will be short literary pieces (1-2 pages)

Le message

La cigale et la fourmi

Le corbeau et le renard

Mélinesine

Le petit chaperon rouge

Le déserteur

La parure

Le pont Mirabeau

La mauvaise réputation

La Marseillaise

Les Feuilles mortes

L'autre femme.

### **GRAMMAIRE**

I will review (reteach) the grammar points that need to be mastered at a "superior" level. If you want to improve your oral skills in French, you must "master" them.

I Présent-Articles-Prépositions. Imparfait-Passé Composé-Plus Que Parfait.

II Hypothetical situations Condition nel/ Futur/ Futur ant. Si clauses. Since-~~For~~-Ago

III Essais (Opinion) Subjonctif-Indicatif Pronoms relatifs  
Subjontif-Indicatif-Infinitif.

Generally, by the end of the semester, most students move from a 30-40% to an 80-90 % accuracy.

-Why do we write 1 page bi-weekly? -Because, at this level, you are not able "to hear" your mistakes in French. You write better than you speak. Your composition is a transcript of your

speech patterns, especially of the "fossilized" mistakes.

**Classroom Behavior** The French 101 classroom is designed to create a **pleasant** and **comfortable atmosphere** in which students show **respect** for each other and for the instructor. With this in mind,

1. Please **TURN OFF YOUR CELL PHONES AND/OR ANY OTHER FORM OF ELECTRONIC MEDIA BEFORE THE START of each class**
2. Please **DO NOT CARRY ON PRIVATE CONVERSATIONS DURING CLASS TIME.** It is **DISRUPTIVE**
3. Please **REFRAIN** from using any **OBSCENE GESTURES AND/OR LANGUAGE** in classroom.

### HOW TO SUCCEED IN THIS COURSE

- come to class regularly and be prepared for each class
- review daily material from previous weeks. **Redo at home what we covered in class.**
- participate as actively as you can in French in class
- memorize new vocabulary and learn to use the grammar sections and dictionaries as reference tools
- ask for help or advice when needed

<b>DEPARTMENT OF FOREIGN LANGUAGES</b>	
<b>FRENCH, GERMAN AND SPANISH 101 and 102 LEARNING OUTCOMES</b>	
<u>GOALS</u>	<u>With diligent effort on their part, students will be able to:</u>
<b>1. Communication</b>	<b>1a.</b> participate in conversations about a wide variety of everyday topics, social themes and situations, along with culture and literature of countries that speak the target language.
	<b>1b.</b> ask and answer questions in the target language.
	<b>1c.</b> demonstrate an emerging ability to narrate and describe in the major time frames of the present, past, and future tenses.
	<b>1d.</b> demonstrate a developing ability to give instructions and commands.
<b>2. Cultures</b>	<b>2a.</b> identify common values, viewpoints, social beliefs, along with practices of the target culture.
	<b>2b.</b> demonstrate an awareness and acknowledgement of another people's way of life.
<b>3. Connections</b>	<b>3a.</b> demonstrate that they can reinforce and further their knowledge of other disciplines through their knowledge of the target language and culture along with acquiring information and learning to recognize distinctive viewpoints.
	<b>3b.</b> demonstrate an understanding that learning a foreign language is a

	doorway to a social medium that provides new information and perspectives about other ways of life.
<b>4. Comparisons</b>	<b>4a.</b> recognize that learning a foreign language does not simply involve a one to one translation from one's first language.
	<b>4b.</b> recognize that learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs. <b>4c.</b> demonstrate an understanding of the concept of culture through comparisons of the target culture(s) and their own.
<b>5. Communities</b>	<b>5a.</b> use the target language with an appreciation of the target culture beyond the classroom setting.
	<b>5b.</b> appreciate the complexities of intercultural and interpersonal communication between and within languages. <b>5c.</b> empathize with target language communities that exist within and outside of areas where the target language is of the majority.

### PLACEMENT EXAM

Please check with the Academic Department Associate, Karin Hyler, in the Department of Foreign Languages office (Room 490 CCC) if you need to take the placement exam.

Karin Hyler's email [khyler@uwsp.edu](mailto:khyler@uwsp.edu)

**DEPARTMENT ATTENDANCE POLICY:** Regular attendance is essential to your success in learning a foreign language. **If you miss a class, it is your responsibility to complete the assignment and attend the next class fully prepared. Please find out from a classmate or from the instructor what is to be done.** Departmental policy authorizes a deduction of 1 point per absence from the **final exam score.**



**Enforcement** – Suggested Language for Discussing Requirement with Students

• Day 1/Week 1: Review language in syllabus. **Remind students that face coverings have been required by the university’s administration in all classrooms and buildings.** They are mandatory based on the advice of medical professionals because, combined with physical distancing and other measures, they help protect both the health of others and the person wearing the face covering. Remind students that **if they cannot wear a face covering due to their own health concerns, they should contact UWSP’s Disability and Assistive Technology Center** to seek a formal accommodation.

- o Flexibility may be required in the early days of the semester as the campus community adjusts to this requirement.

• **After Day 1:**

- o As necessary or when it feels appropriate, **continue to remind students that we are all in this together and that face coverings are required in all buildings, classrooms, labs, and meeting spaces; physical distancing, hand washing, etc. are important for everyone to do. Don’t shy away from mentioning how weird this experience is for everyone and thank them for helping to keep us all safe and healthy, at school and in the classroom.**

- o If a student is not wearing a face covering, it would be best to quietly check to see **if they forgot it or whether there is a health-related concern preventing them from wearing a face covering. If so, refer them to UWSP’s Disability and Assistive Technology Center to seek a formal accommodation.**

- o If a student forgets a face covering: **“In this building you can go to pick up a disposable single-use face covering. Please do so now before class starts”** OR **“Feel free to return to your room/car/apartment to get yours. They are mandatory in all classrooms.”**

- o If a student refuses to wear a face covering: **“You have the option to participate in class remotely/online. I will need you to please leave the classroom. By university policy, I’m not allowed to begin class unless everyone is wearing a face covering. You are welcome to return when you’re willing to wear a face covering.”**

- o If a student then refuses to leave, consider taking a **5-10 minute break so that the instructor and student can speak privately, and hopefully deescalate the situation: “Unfortunately, if you refuse to wear a face covering and you refuse to leave class, my only option is to cancel today’s class for everyone and report this to the Dean of Students. This will begin a disciplinary process, one result of which may be that you are officially withdrawn from this course. At a minimum, the university will not allow you to attend future classes in person if you are not wearing a face covering.”** [Faculty/Instructor should report this to the **Department Chair, Registrar, and the Dean of Students** (General Incident Report form)]

- ♣ At this point, the Dean of Students office will contact the student for a conversation.

- ♣ If the student is willing to wear a face covering, he/she will be permitted to return to class. If not, he/she will either attend online or be withdrawn from the class depending on the circumstances and the result of the disciplinary process.

- o If a student, having been instructed not to attend the next class in person still comes to the classroom, the faculty/instructor should consider repeating the steps above, including canceling the class a